

## GOVERNMENT & CIVICS

The study of government and civics allows students to understand the nature of government and the unique characteristics of democracy including its fundamental principles, structure, and role of citizens.

**Academic Expectation 2.14:** Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

**Academic Expectation 2.15:** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>People form governments to establish order, provide security, and accomplish common goals.</b>		
<b>SS-06-1.1.1</b> Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2	<b>SS-07-1.1.1</b> Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2	<b>SS-08-1.1.1</b> Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic) in the United States prior to Reconstruction. DOK 2
<b>SS-06-1.1.2</b> Students will describe and give examples of how democratic governments of the present day function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws. DOK 2	<b>SS-07-1.1.2</b> Students will describe and give examples of how some early civilizations (Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, and freedom). DOK 2	<b>SS-08-1.1.2</b> Students will describe and give examples of how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 2
		<b>SS-08-1.1.3</b> Students will describe and give examples of the ways the Constitution of the United States is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens. DOK 2

<b>The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</b>		
		SS-08-1.2.1 Students will analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. DOK 3
		SS-08-1.2.2 Students will explain the reasons why the powers of the state and federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 3
<b>All citizens of the United States have certain rights and responsibilities as members of a democratic society.</b>		
		SS-08-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2
		SS-08-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2

## CULTURE & SOCIETY

Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.

**Academic Expectation 2.16:** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

**Academic Expectation 2.17:** Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Culture is a system of beliefs, knowledge, institutions, tradition, and skills shared by a group.</b>		
<b>SS-06-2.1.1</b> Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) serve to define specific groups in the present day and may result in unique perspectives. DOK 2	<b>SS-07-2.1.1</b> Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) served to define specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2	<b>SS-08-2.1.1</b> Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) served to define specific groups in the United States prior to Reconstruction and resulted in unique perspectives. DOK 2
<b>Social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures.</b>		
<i>SS-06-2.2.1</i> Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.	<i>SS-07-2.2.1</i> Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.	<i>SS-08-2.2.1</i> Students will compare how cultures (United States prior to Reconstruction) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.

**Social interactions among individuals and groups assume various forms (compromise, cooperation, conflict, competition).**

<b>SS-06-2.3.1</b> Students will explain how social interactions led to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the present day. DOK 2	<b>SS-07-2.3.1</b> Students will explain how social interactions led to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in early civilizations prior to 1500 A.D. DOK 2	<b>SS-08-2.3.1</b> Students will explain how social interactions led to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction. DOK 2
<b>SS-06-2.3.2</b> Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day. DOK 2	<b>SS-07-2.3.2</b> Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. DOK 2	<b>SS-08-2.3.2</b> Students will explain how compromise and cooperation were used to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

## ECONOMICS

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.

**Academic Expectation 2.18: Students understand economic principles and are able to make economic decisions that have consequences in daily living.**

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>The basic economic problem confronting individuals and societies is scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants).</b>		
<b>SS-06-3.1.1</b> Students will explain and give examples of how scarcity requires individuals, groups, and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used. DOK 2	<b>SS-07-3.1.1</b> Students will explain and give examples of how scarcity required individuals, groups, and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2	<b>SS-08-3.1.1</b> Students will explain and give examples of how scarcity required individuals, groups, and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2
		<i>SS-08-3.1.2 Students will identify how financial decisions (considering finance and opportunity cost) by individuals and groups impacted historical events in U.S. History prior to Reconstruction.</i>
<b>To deal with the problem of scarcity, people and societies create economic systems and institutions.</b>		
<b>SS-06-3.2.1</b> Students will compare economic systems (traditional, command, market, mixed) of the present day. DOK 2		<b>SS-08-3.2.1</b> Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2
		<i>SS-08-3.2.2 Students will explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of a free enterprise system.</i>

<b>Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.</b>		
<b>SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand. DOK 2</b>		<b>SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2</b>
<i>SS-06-3.3.2 Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest, and save in the present day.</i>		<i>SS-08-3.3.2 Students will explain how money (unit of account) was used to express the market value of goods and services and how money made it easier to trade, borrow, invest, and save in the United States prior to Reconstruction.</i>
<i>SS-06-3.3.3 Students will explain how competition among buyers and sellers impacts the price of goods and services in the present day.</i>		<i>SS-08-3.3.3 Students will explain how competition among buyers and sellers impacted the price of goods and services in the United States prior to Reconstruction.</i>
<b>All societies deal with questions about production, distribution, and consumption.</b>		
<b>SS-06-3.4.1 Students will explain ways in which societies in the present day address basic economic questions about the production, distribution, and consumption of goods and services. DOK 2</b>	<b>SS-07-3.4.1 Students will explain ways in which societies in early civilizations prior to 1500 A.D. addressed basic economic questions about the production, distribution, and consumption of goods and services. DOK 2</b>	<b>SS-08-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution, and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2</b>
<b>SS-06-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increased human productivity in the present day. DOK 2</b>	<b>SS-07-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2</b>	<b>SS-08-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increased productivity in the United States prior to Reconstruction. DOK 2</b>
<b>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day. DOK 2</b>		<b>SS-08-3.4.3 Students will explain how personal, national, and international economic activities are interdependent in the United States prior to Reconstruction. DOK 2</b>

## GEOGRAPHY

Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

**Academic Expectation 2.19: Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.**

6 <sup>th</sup> grade	7 <sup>th</sup> Grade	8 <sup>th</sup> grade
<b>Patterns on Earth's surface can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations.</b>		
<b>SS-06-4.1.1 Students will use a variety of geographic tools (maps, globes, photographs, models, charts, graphs, databases, and satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3</b>	<b>SS-07-4.1.1 Students will use a variety of geographic tools (maps, globes, photographs, models, charts, graphs, and databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3</b>	<b>SS-08-4.1.1 Students will use a variety of geographic tools (maps, globes, photographs, models, charts, graphs, and databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction. DOK 3</b>
<i>SS-06-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</i>	<i>SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.</i>	<i>SS-08-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains, harbors) affected where human activities were located in the United States prior to Reconstruction.</i>

**Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.**

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2	SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2	SS-08-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2
SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources, and knowledge become available. DOK 2	SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D. changed over time as technologies, resources, and knowledge became available. DOK 2	SS-08-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources, and knowledge became available. DOK 2

**Patterns emerge as humans move, settle, and interact on Earth's surface.**

SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2	SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2	SS-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2
SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology in the present day. DOK 3	SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in early civilizations prior to 1500 A.D. DOK 3	SS-08-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in the United States prior to Reconstruction. DOK 3



Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.		
<b>SS-06-4.4.1</b> Students will explain how technology in the present day assists human modification of the physical environment (e.g., damming a river, irrigating a desert, cooling or heating a living area) in regions. <b>DOK 2</b>	<b>SS-07-4.4.1</b> Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification of the physical environment (e.g., dams, irrigation). <b>DOK 2</b>	<i>SS-08-4.4.1</i> Students will explain how technology in the United States prior to Reconstruction assisted human modification of the physical environment (e.g., canals, dams, irrigation, clearing land).
<b>SS-06-4.4.2</b> Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day. <b>DOK 2</b>	<b>SS-07-4.4.2</b> Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. <b>DOK 2</b>	<i>SS-08-4.4.2</i> Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.
<i>SS-06-4.4.3</i> Students will explain how the natural resources of a place or region impact its political, social, and economic development in the present day.	<i>SS-07-4.4.3</i> Students will explain how the natural resources of a place or region impact its political, social, and economic development in early civilizations prior to 1500 A.D.	<i>SS-08-4.4.3</i> Students will explain how the natural resources of a place or region impact its political, social, and economic development in the United States prior to Reconstruction.
<i>SS-06-4.4.4</i> Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.		<i>SS-08-4.4.4</i> Students will compare and contrast different perspectives (viewpoints) that people have about how to use land (e.g., farming, industrial, residential, recreational) in the United States prior to Reconstruction.

## HISTORY

History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.

**Academic Expectation 2.20: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.**

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>History is an account of human activities that is interpretive in nature.</b>		
<i>SS-06-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions.</i>	<b>SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3</b>	<b>SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3</b>
	<b>SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3</b>	<b>SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3</b>

**Bold – State Assessment Content Statement**

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*Italics – Supporting Content Statement*

The history of the United States is a chronicle of a diverse people and the nation they formed.		
		SS-08-5.2.1 Students will explain events and conditions that led to the "Great Convergence" of European, African, and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events. DOK 3
		SS-08-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity), that developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation. DOK 3
		SS-08-5.2.3 Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3
		SS-08-5.2.4 Students will describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3

The history of the world is a chronicle of human activities and human societies		
	SS-07-5.3.1 Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations. DOK 2	
	SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. DOK 3	
	SS-07-5.3.3 Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian) and explain ways in which these cultures influenced government, philosophy, art, drama, and literature in the present day. DOK 3	
	SS-07-5.3.4 Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies. DOK 3	
	SS-07-5.3.5 Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact. DOK 3	